MONTANA MIGRANT EDUCATION PROGRAM

1984 Evaluation Report

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MONTANA MIGRANT EDUCATION PROGRAM

1984 Evaluation Report

ECIA Chapter 1 Migrant Education

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FOREWORD

Few will dispute the premise that a sound education offers every child a brighter future. For migrant children -- a group historically characterized by high drop out rates, often economically disadvantaged and seemingly limited to the labor patterns of their parents -- this premise is particularly meaningful. Both national and local migrant education programs have responded with goals that emphasize success-oriented academics, career options, guidance and vocational training that encourage children to stay in school and earn the skills fundamental to a productive adult life.

Educators in Montana and throughout the country are committed to the challenge of helping migrant children receive a sound education and a stronger, brighter future. Because of cooperative efforts among program staff, schools, supportive agencies and parents, the "children of the road" are given continuity in their education, more alternatives and an opportunity for success as contributing members of society.

We in Montana have the migrant child for a comparatively short time in our summer program, but a continued commitment to a positive educational climate and a well-balanced curriculum can have an impact on these important members of our society.

ST17384

EVALUATION DESIGN AND PROCEDURE

The procedure for evaluating the Montana Migrant Children's Education Program was planned and developed by Angela Branz-Spall, Specialist, Montana Office of Public Instruction.

Questionnaires were designed and distributed to each project site. These instruments focused on gathering the empirical data necessary for this report.

The statistical analysis of pre- and post-test scores in mathematics and reading and summaries of the questionnaires from migrant parents, project directors, instructional and support staff were compiled and recorded by the evaluator.

ACKNOWLEDGEMENTS

This report was developed under the supervision of Jay McCallum, Migrant Director, and with the kind cooperation of the Montana Migrant Education Program 1984 project directors: Wayne Olson, Billings; Gordon Gumke, Fairview; John Trangmoe, Glendive; and Paul Palm, Hardin. Dr. William Connett and Ellen Ditzler of the Office of Public Instruction provided valuable technical and editorial review.

COVER PHOTOGRAPHS

1 2 — 1, 2: Fairview Migrant Education Program (by Virginia Niles)

3 4 5 — 3, 4, 5: Hardin Migrant Education Program (by Ellen Ditzler)

The "self portraits" (artwork) in this report are by children in the Hardin Migrant Education Program.

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INTRODUCTION

Every year a unique group of children moves from place to place and enrolls in one or more different school districts. They may stay in a particular community for several months or for as little as a day or two. There are thousands of these children in our country. Like other children they deserve the opportunity to learn in school, yet the total amount of time they spend in the classroom is often far less than the national average. Who are these children? They are the sons and daughters of migratory workers who continually seek temporary or seasonal employment in agriculture, fishing or related industries.

Since migrant families must move to find work, their children often miss the continuous learning process which is so necessary for their educational and social growth. The special academic needs created by this lack of continuity may be further complicated by health and social problems associated with frequent mobility. All of these factors can have a direct bearing on the children's achievement in school.

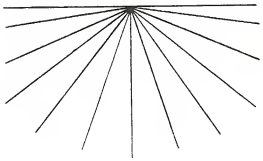
Because the particular needs of migrant children are not always met by the regular school system, a migrant education program is federally funded under the Education Consolidation and Improvement Act. The program operates throughout the United States and its territories, providing instructional and supportive services for migrant children in an effort to minimize their educational difficulties. All services available through migrant education are designed to supplement existing school programs.

Every effort is made to ensure program continuity throughout the nation so that no matter where a migrant child moves, his or her school experience will be much more than a patchwork of classrooms and faces. A major factor in continuity is the Migrant Student Record Transfer System (MSRTS), a nationwide telecommunication system which transmits academic and health data on each enrolled migrant student. MSRTS allows schools to concentrate on meeting rather than identifying the needs of a migrant child.

Program continuity is also promoted through interstate cooperation. Since migrant education is a national program, all of the states and territories participate in a variety of cooperative activities, including regional and national workshops, exchange of personnel and resources and information-sharing through newsletters and brochures. These activities are undertaken in an effort to provide a uniform education for each migrant child, regardless of the number or location of schools attended.

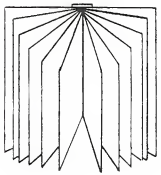
SYMBOLISM OF THE MIGRANT EDUCATION LOGO

The logo for migrant education was introduced at the 1974 National Conference on Migrant Education. Its design uses symbols for the various aspects of a migrant student's life and education.



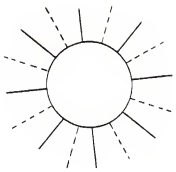
A FIELD

Migrant students are generally well acquainted with land containing rows of crops stretching toward the horizon. The converging lines at the bottom of the migrant education logo represent those fields. Therefore, those lines are also symbols for that portion of a migrant student's life and education associated with the productivity and the hard labor of farm work. In the color version of the logo, the field is green.



A BOOK

Although a great deal of a migrant student's education takes place in the field, the classroom is the place where the important academic learning originates. Most of that classroom learning is associated with books. In other words, the fields must at sometime be replaced by books for the migrant student to prepare most successfully for the future. Therefore, the field in the logo also represents a partially opened book, seen from the top. The furrows are the pages of the book.



THE SUN

The pages of the book and the rows of crops lead to a blank horizon, as study and hard work lead to a future of wide-open possibilities. The half circle above the horizon (yellow in the color version) is a representation of the sun. The sun represents not only the hot sun associated with work in the fields, but also the bright light of knowledge and success waiting for the student who is allowed to earn an education.

From National Goals for Migrant Education, Dissemination Committee of the National Association of State Directors of Migrant Education, 1981.

NATIONAL GOALS FOR MIGRANT EDUCATION

Goals for the National Migrant Education Program are based on legislative mandates to establish or improve supplemental programs of instructional and supportive service for the children of migratory workers in agriculture and fishing. The mobility of migratory children requires agreement among states in the development of comprehensive national goals. Each state is responsible for developing a state plan for migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and projects among the states. Local project objectives provide a base for project activities which fulfill state objectives and national goals.

The national goals for migrant education are to be used to assist the states in the development of their individual plans for migrant education and in keeping with requirements of the migrant program regulations. The national program goals are extremely important in assuring educational continuity and coordination. Individual state situations (grant size, state needs, assessment, etc.) will be the determining factor as to the degree of implementation, priority and emphasis to be placed on the goals.

The national goals as outlined below address specific regulation requirements for:

Specifically-designed curricular programs in academic disciplines based upon migrant children's assessed needs.

Success-oriented academic programs, career options and counseling activities, and vocational skill training that encourage migrant children's retention in school and contribute to success in later life.

Communication skills programs which reflect migrant children's linguistic and cultural backgrounds.

Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional and psychological services.

Programs developed through interagency coordination at the federal, state, and local levels.

A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.

Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains.

A component to properly identify and enroll all eligible migrant children.

Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare the children for future success.

Development, evaluation, and dissemination of information designed to increase knowledge of:

A. program intent

B. intra- and interstate program development

C. contribution of migrants to the community

D. total effect of the program. (116d.31(9)

The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through:

A. the development of a system which should facilitate the exchange of methods, concepts, and materials

B. the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records.

Adopted: May 1979, National Association of State Directors of Migrant Education

Text from National Goals for Migrant Education, 1981.

Celi Perez

STATE OF MONTANA: PROGRAM DESCRIPTION

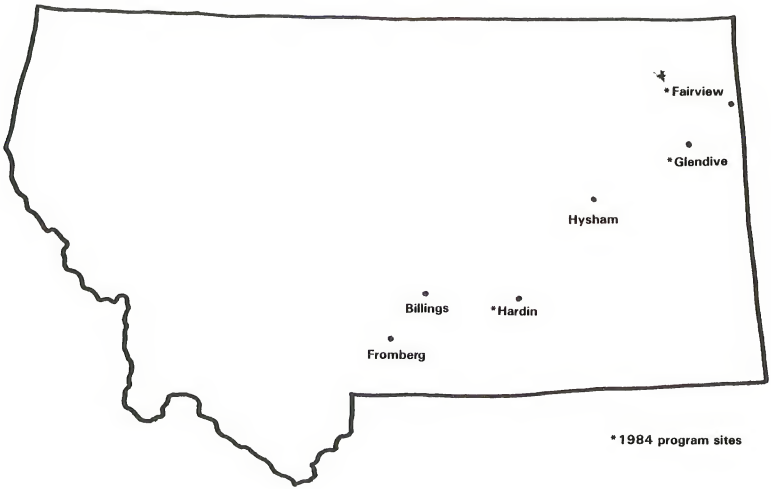
The Montana Migrant Education Program is under the general jurisdiction of the ECIA Chapter 1 Director in the Montana Office of Public Instruction, Helena, Montana. The operation and daily administration of the programs are contracted to each local participating education agency throughout the state.

Local programs usually are conducted at six sites along a 400-mile stretch of the Lower Yellowstone and Bighorn rivers: Fromberg, Billings, Hardin, Hysham, Glendive and Fairview (see map p.7). Because crops were not planted in the Billings area this year, the actual 1984 project sites were Hardin, Glendive and Fairview.

The Montana Migrant Education Program serves the children of migrant workers who are employed in the state's sugar beet industry. Although Texas is the home state of over 85 percent of the sugar beet workers in Montana, others are from California, Oregon, Florida, Kansas, Washington, Arizona and Michigan (see Table 18). The majority of the children are of Mexican ancestry with a small number of Kickapoo Indians also in attendance.

In 1984 organizational restructuring returned the program to Helena and the State Office of Public Instruction, Ed Argenbright, Superintendent. Previously, Billings School District No. 2 in Yellowstone County was the subgrantee responsible for program administration and supervision. Also of considerable significance was the establishment of an IBM computer terminal in Helena for the transmittal of migrant student health and education records via the Migrant Student Record Transfer System in Little Rock, Arkansas. The Office of Public Instruction continues to provide leadership, consultative and technical services to local education agencies, whose boards of trustees maintain local control over the general management of individual migrant education projects.

Rosie Mata



MONTANA PROGRAM SITES

TABLE 1

MONTANA MIGRANT EDUCATION PROGRAM (w/Billings)
RECRUITMENT DATA: 1984

PROJECT	LEVEL				
	Preschool	Kindergarten	Elementary	Secondary	Total
ELEMENTARY					
Billings	4*	4*	30*	19**	57
Fairview	57	14	136	44**	251
Glendive	44	8	83	34**	169
Hardin	33	5	33	28**	99
TOTAL	138	31	282	125**	576

* No elementary program available to serve these students.
** No secondary program available to serve these students.

TABLE 2

MONTANA MIGRANT EDUCATION PROGRAM (w/o Billings)
RECRUITMENT DATA: 1984

PROJECT	LEVEL				
	Preschool	Kindergarten	Elementary	Secondary	Total
ELEMENTARY					
Fairview	57	14	136	44*	251
Glendive	44	8	83	34*	169
Hardin	33	10	33	23*	99
TOTAL	134	32	252	101*	519

* No secondary program available to serve these students.

TABLE 3

MONTANA MIGRANT EDUCATION PROGRAM (4 programs only)
RECRUITMENT DATA: 1983-84

PROJECT	LEVEL									
	Preschool		Kindergarten		Elementary		Secondary		Total	
ELEMENTARY	1983	1984	1983	1984	1983	1984	1983	1984	1983	1984
Billings	31	4*	9	4*	53	30*	98	19**	191	57
Fairview	60	57	12	14	110	136	91**	44**	273	251
Glendive	43	44	5	8	76	83	67**	34**	191	169
Hardin	32	33	5	5	39	33		28**	76	99
TOTAL	166	138	31	31	278	282	256	125**	731	576

* No elementary program available.
** No secondary program available to serve these students.

(N.B.: Beets were not planted in the Billings area in 1984.)

TABLE 4

MONTANA MIGRANT EDUCATION PROGRAM (6 programs)
RECRUITMENT DATA: 1983-84

PROJECT	LEVEL									
	Preschool		Kindergarten		Elementary		Secondary		Total	
ELEMENTARY	1983	1984	1983	1984	1983	1984	1983	1984	1983	1984
Billings	31	4*	9	4*	53	30*	98	19**	191	57
Fairview	60	57	12	14	110	136	91**	44**	273	251
Fromberg	40	-0-	4	-0-	68	-0-	-0-	-0-	112	-0-
Glendive	43	44	5	8	76	83	67**	34**	191	169
Hardin	32	33	5	5	39	33	-0-	28**	76	99
Hysham	40	-0-	5	-0-	55	-0-	30*	-0-	130	-0-
TOTAL	246	138	40	31	401	282	286	125**	973	576

* No elementary program available.
** No secondary program available to serve these students.

(N. B.: Beets were not planted in the Billings area in 1984.)

TABLE 5

RECRUITMENT AND BUDGETING (w/o Billings)

PROJECT	TOTAL RECRUITMENT	STUDENT AGES		SITE BUDGET*
		0-12	13-21	
Fairview	251	207	44**	$ 71,840
Glendive	169	135	34**	74,255
Hardin	99	71	28**	49,479
TOTALS	519	413	106	$ 195,574

*The data in this table are based upon budgeted funds only.

**Secondary programs were not available for these students.

TABLE 6

RECRUITMENT AND BUDGETING (w/Billings)

PROJECT	TOTAL RECRUITMENT	STUDENT AGES		SITE BUDGET+
		0-12	13-21	
Billings Elementary°	57	38*	19**	$11,533
Fairview	251	207	44**	71,840
Glendive	169	135	34**	74,255
Hardin	99	71	28**	49,479
GRAND TOTALS	576	451	125	$207,173

+The data in this table are based on budgeted funds only.

°The amount budgeted for Billings reflects recruitment costs. Migrant schools did not open in the area because crops were not planted.

*Elementary programs were not available for these students.
**Secondary programs were not available for these students.

READING INSTRUCTIONAL PROGRAM

The Lippincott Reading Series continued as the basic K-8 reading series used in the 1984 Montana Migrant Education Program. This program is supportive of and compatible with migrant children's home Texas schools, as indicated in a 1983 survey of curriculum materials among sending schools.

Surveys in 1975-76 and in 1980-81 show little change in reading curricula for these years. Montana's present curriculum was based on the results of the 1975-76 survey so that Montana schools would not find themselves at cross-purposes or in conflict with the sending schools.

Montana Migrant Education Program staff are reviewing the reading curriculum for the summer of 1985. To assist in the decision to adopt a new series or update the current one, program teachers evaluated the current reading curriculum. The final decision will be based on needs assessment results, availability of funds and evaluation of materials available.

Eddie Gonzalez

TABLE 7

LIPPINCOTT READING

COMPOSITE OF TEACHER COMMENTS

STRENGTHS	WEAKNESSES
° many drills on vowel and consonant sounds	° interest level of stories low
° basic linguistics included	° dated materials
° good reinforcement of skills through workbook exercises	° insensitive to migrant students' cultural background
° large number of supplemental aids	° difficult vocabulary
	° same tests used for ten years tend to skew results
	° lack of bilingual material in series

TABLE 8

RAW READING TEST SCORES FOR FAIRVIEW

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E		Test G		
Mean pretest	46.7	30	44.5		90.8		
Mean post-test	52	43.4	50.4		94.3		
Gain + or loss -	+5.3	+11.4	+5.9		+3.1		
Possible score	105	66	65		117		
Number tested	10	28	16		6		
Average age	5.4	8.5	9.4		10		

TABLE 9

RAW READING TEST SCORES FOR GLENDIVE

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E		Test G		
Mean pretest	55	35	46		107		
Mean Post-test	59	46	50		112		
Gain + or loss -	+5	+15	+7		+5		
Possible score	105	60	65		117		
Number tested	13	13	25		1		
Average age	5	8	10		12		

TABLE 10

RAW READING TEST SCORES FOR HARDIN

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E		Test G	Test H	
Mean pretest	51.50	31.20	46.20		95.50	82	
Mean post-test	67.33	38.20	47.0		106	94	
Gain + or loss -	+15.83	+7	+8		+10.50	+12	
Possible score	105	66	65		117		
Number tested	6	5	5		4	1	
Average age	5.33	7	9.5		11.1	12	

TABLE 11

RAW READING TEST SCORES FOR ALL SITES
1984

ITEM	Testing Instrument						
	Readiness Test	ABC Primer	Test E		Test G		
Mean pretest	51.06	32.06	45.56		97.76		
Mean posttest	59.44	42.53	49.13		104.10		
Gain + or loss -	+8.38	+11.13	+3.57		+6.34		
Possible score	105	66	65		117		
Number tested	9.66	15.33	15.33		3.66		
Average age	5.24	7.83	9.63		11.03		

TABLE 12

COMPARISON OF RAW READING TEST SCORES: 1983-1984

ITEM	Testing Instrument													
	Readiness Test		ABC Primer		Test E		Test F		Test G		Test H		Test I	
	1983	1984	1983	1984	1983	1984	1983	1984	1983	1984	1983	1984	1983	1984
Mean pretest	60	51.06	41	32.06	43	45.56			97	97.76				
Mean post-test	78	59.44	48	42.53	50	49.13			103	104.10				
Gain + or loss -	+19	+8.38	+7	+11.13	+7	+3.57			+6	+6.34				
Possible score	105		66		65				117					
Number tested	113	9.66	90	15.33	58	15.33			22	3.66				
Average age	5.9	5.24	7.7	7.83	9.6	9.63			10.5	11.03				

MATH PROGRAM

Most teachers and students continue to support the Edits Individualized Math Program (IMP) used in the Montana Migrant Education Program. As in the past, a growing number of students continue to select Edits Math as their favorite school subject, largely because of its individualized presentation. The organization, procedure and format are well suited to the Montana Migrant Education Program. The breakdown of skills (stated objectives in clear and concise language) is not only helpful to the children, it also clarifies the objectives for the teacher who might not be acquainted with the objectives of that particular grade.

The following is a composite of teacher comments about the series.

TABLE 13

EDITS MATH

COMPOSITE OF TEACHER COMMENTS

Strengths	Weakness
° Excellent individualization ° Allows much reinforcement ° good pre- and post-testing ° variance in skills allows for challenge ° progress charts allow students to see where they are and where they are going	° Requires teacher assistant when used with large groups of students

TABLE 14

MATH OBJECTIVES SUMMARY FOR FAIRVIEW

ITEM	Math Levels				
	K	1	2	A	B
Math objectives:					
Start of term	8.7	21	26.9	32.4	38.2
End of term	13.8	29.3	34.2	37.3	40.2
Gain	+5.1	+8.3	+7.3	+5.6	+2.0
Possible score	18	36	41	49	69
Number tested	11	25	11	43	8
Average age	5.4	7.4	7.7	10.1	10.6

TABLE 15

MATH OBJECTIVES SUMMARY FOR GLENDIVE

ITEM	Math Levels				
	K	1	2	A	B
Math objectives:					
Start of term	10	23	29	29	29
End of term	12	26	32	33	36
Gain	+2	+7	+7	+6	+5
Possible score	18	36	41	49	69
Number tested	14	7	22	29	5
Average age	5	7	9	10	10

TABLE 16

MATH OBJECTIVES SUMMARY FOR HARDIN

ITEM	Math Levels				
	K	1	2	A	B
Math objectives:					
Start of term	11.29	23.67	27.5	33.73	44.33
End of term	13.43	27.33	35.5	37.92	47.67
Gain	+2.14	+3.66	+8	+4.19	+3.34
Possible score	18	36	41	49	69
Number tested	7	6	2	15	6
Average age	5.57	7	7.5	9.55	11.0

TABLE 17

MATH OBJECTIVES SUMMARY FOR ALL SITES

ITEM	Math Levels				
	K	1	2	A	B
Math objectives:					
Start of term	9.99	22.55	27.80	31.71	37.17
End of term	13.07	27.54	33.90	36.07	41.29
Gain	+3.08	+6.32	+7.43	+5.26	+3.44
Possible score	18	36	41	49	69
Number tested	10.66	12.66	11.66	29	6.33
Average age	5.32	7.13	8.06	9.88	10.53

ORAL LANGUAGE

In the Montana Migrant Education elementary school program, communication skills are of paramount importance. Our verbal society requires that each citizen must be reasonably competent in communicating with others in spoken and written language in order to communicate and achieve even a minimal degree of success.

The Distar Language program gives children five to nine years old opportunities to develop their speaking and listening skills. Primary teachers and/or aides who speak Spanish or English fluently and use the Distar Language approach provide students excellent experience in vocabulary building, concept formation and practice in speaking in complete and correct sentences.

A major premise of Distar Language is that children must understand the language of instruction. The children's social language may be fully adequate for their lives outside the classroom; but if they do not understand the meaning of the language of the teacher, classroom and textbooks, they are likely to fail in school.

Distar Language is designed to teach the language of instruction.

1. It is based on an analysis of the skills and concepts a child must understand in order to follow the variety of basic instructions presented in workbooks and in demonstrations given by the teacher.

2. It provides careful demonstration of the meaning of each concept presented.

3. It provides ample statement-repetition tasks, which are needed if the child is to become facile in using the language of instruction.

4. It consists of carefully programmed sequences of tasks, grouped into daily lessons which provide 30-minutes-a-day units of instruction.

5. During each lesson, it teaches specific language skills and provides practice for skills recently taught.

6. It contains teacher directions for the clear and unambiguous presentation of each concept.

7. It provides for the continuous review of all concepts and statements taught.

8. It provides for the application of concepts taught to problem solving situations.

9. The directions specify what the teacher does and says. They also indicate such behaviors as pointing and touching, signaling the group to respond and what to do to correct specific mistakes.

Distar Language has been successfully used with these types of children:

1. Children five to six years old who have less than adequate language skills for their age.

2. Children for whom English is a second language.

3. Any primary-age child who is experiencing difficulty in his/her schoolwork.

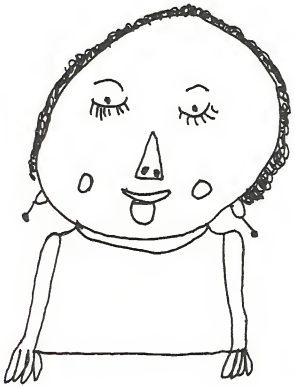
4. Children in speech and language correction groups.

5. Children between seven and nine years old who have been diagnosed as educable mentally retarded.

The program is also appropriate for three- to five-year-old preschool children. It will help accelerate their mental development and academic growth.

PROGRAM NAME: DISTAR	DEMONSTRATES*
Vocabulary Instruction	x
Concept Formulation Instruction	x
Speaking Practice Provided	x

*All 3 program sites



Monica Guerrero

SUPPLEMENTAL MEASUREMENT AND EVALUATION QUESTIONNAIRE AND SURVEY RESULTS

PARENTAL EVALUATION SUMMARY

An attempt was made to obtain subjective evaluations of the Montana Migrant Education Program from a parent of each child in the program. Evaluation survey forms were distributed to parents and collected by the recruiters. A total of 69 forms were returned.

The results of the parental evaluations were overwhelmingly positive. Sixty-five of the 69 respondents felt that their children like the Montana schools; 64 of the respondents felt that their children were learning at the schools. Twenty-one of the parents felt that the Montana schools are better than other migrant schools that their children have attended. Only three of the parents felt that the Montana migrant program was not as good as other programs in other states.

The results from the ten questionnaire items are from all sites. They are summarized below:

1. How many children do you have enrolled in the Montana Migrant Education Program?

Number of Children Enrolled	Number of Families Reporting
1	22
2	20
3	12
4	9
5	3
6	1

2. How many summers have you had children enrolled in the Montana migrant school?

Number of Summers	Number of Families Reporting
1	15
2	16
3	6
4	6
5	5
6	7
7	0
8	2
9	1
12	1
16	1

3. Have you visited the school that your child attends?
   Yes--58 No--7 No response--4

4. If you visited, did you feel welcome there?
   Yes--60 No--2 No response--7

5. Have people from the school visited your home?
   Yes--46 No--20 No response--3

6. Do (does) your child (children) seem to like the Montana migrant school?
   Yes--65 No--0 No response--4

7. Do you feel that your children are learning at the Montana migrant school?
   Yes--64 No--0 No response--3

8. Would you like to see some other subject taught in the school?
   Yes--3 No--2 No response--64

   Additional subjects requested for elementary:
   More sports
   More music (2)

9. How does the Montana migrant program compare with other schools your child (children) attends (attend)?
   Better--21 About the same--45
   Not as good--3 No response--0

10. What changes would you like to see in the Montana schools?
   Better health care--2 Bilingual teachers--3
   Longer hours--1 Parents working in school--1

TABLE 18

HOME BASE STATE INFORMATION

Number of Children	Home State
482	Texas
42	California
16	Washington
2	Oregon
7	Kansas
6	Florida
4	Arizona
8	Michigan
1	Montana
8	Other
TOTAL: 576	

CERTIFIED STAFF EVALUATION SUMMARY

Thirteen certified staff members responded to the program evaluation questionnaire. The following is a composite of the responses from certified staff in the three Montana project sites:

1. Do you feel that the length of this year's program was adequate?

   Yes--10 No--2 No response--1

   COMMENTS:
   --Extend the program one more week (2)

2. Did you have adequate supplies and/or materials this year?

   Yes--13 No--0 No response--0

3. Should there be more, less or about the same support staff personnel?

   More--2 Less--0
   About the same--11 No response--0

   COMMENTS:
   --Instructional aides are a definite need (6)
   --A good music and/or P.E. person (4)

4. What changes, if any, would benefit your program?

   COMMENTS:
   --Longer program (1)
   --Add P.E. and music specialists (6)
   --Add a full-time nurse (2)
   --New reading books; the old ones are out of date (10)
   --Eliminate filmstrip (2)

5. Should there be more, less or about the same inservice meetings and workshops?

   More--6 Less--0
   About the same--5 No response--5

   COMMENTS:
   --Need workshop on culture and lifestyles of Hispanic people (1)
   --Spanish language workshop (1)

6. Would you like more, less or about the same number of students in your class?

   More--4 Less--0

   About the same--9 No response--0

7. Would you consider teaching for the Montana Migrant Education Program next year?

Yes--13 No--0 No response--0

COMMENTS:
--Enjoyed the program very much (20)

OTHER COMMENTS:
--Require teachers' attendance at Parent Night.

SUPPORT STAFF EVALUATION SUMMARY

Forty-two support staff members responded to the program evaluation questionnaire. The following is a composite of the responses from support staff in the three Montana project sites:

1. How would you best describe your position?

   Important--27 Necessary--15 Not Necessary--0

2. Do you have adequate supplies and/or equipment for your position?

   Yes --29 No--6 No response--3

   COMMENTS:
   --Need toys and sleeping rugs (2)
   --Art supplies (2)
   --Use more cribs and high chairs (3)

3. What changes, if any, would you like to see in your position next year?

   COMMENTS:
   --Increase wages (3)
   --Nurse would like COE's at least one week before school starts (1)
   --Handicapped students need a special aide (1)

4. Would you like to see more, less or about the same number of preservice workshops?

   More--26 Less--0
   About the same--12 No response--24

   COMMENTS:
   --Workshops should be held closer to the opening of school (1)
   --Refresher course in first aid (1)
   --Course on Hispanic culture (1)

5. In your opinion, what improvements would you like to see next year?

   COMMENTS:
   --Shorter bus routes
   --Cooks should make as much as janitors (2)
   --Cut down on filmstrips (1)
   --Health records should be received sooner (1)
   --Full-time nurse (7)
   --Radio on bus (1)

6. Please comment on the changes this year that affected your area of responsibility.

--Very enjoyable (7)
--Liked flexibility (1)
--Runs smoothly (2)
--Excellent director (2)
--Children gaining (2)
--Helps children and community (1)

PROJECT DIRECTORS' SUMMARY

Three project directors responded to the program evaluation questionnaire. The following is a composite of the questionnaire responses from project directors in the three Montana project sites:

1. If you were to cut back on staff, where would you start? How many and in what areas?

   COMMENTS:
   --None (2)
   --Secretary could go 1/2 day status (1)
   --Eliminate 50% of the instructional aides (1)
   --Program can't be cut further
   --Further cuts would necessitate closing schools (1)
   --Program has been cut enough (1)

2. Is there a need to limit the use of instructional films?

   Yes--1 No--2

3. Do you feel you have adequate instructional materials for all your students? (Keep in mind what you have used, bought and have in storage.)

   Yes--1 No--2

4. If additional materials are needed, in what areas would you require materials?

   COMMENTS:
   --Update reading and science (2)
   --Art supplies (1)
   --Easy books to read to children (3)
   --Oral language materials (1)
   --Update math materials (1)
   --New toys (1)

5. Do you feel the need for preservice and/or teacher and support staff workshops?

   Yes--3 No--0

6. Assess your use of time in regards to the following areas: What percent was spent on the following:

A.	Administrative duties	39.33%	(average)
B.	Working with teachers	25.00%	"
C.	Working with other staff members	21.66%	"
D.	Hosting visitors	4.33%	"
E.	Discipline	1.33%	"
F.	Other (indicate)	8.33%	"
	--Parent, Migrant Council, shower duty, playground duty		

7. What changes would you recommend in:

   A. Staffing

      COMMENTS:
      --None
      --Add music (1)
      --Instructional aides and general duty aides should be the same (1)
      --This year was better (1)

   B. Schedule

      COMMENTS:
      --Nothing (3)

   C. Curriculum

      COMMENTS:
      --New reading series (2)
      --Add music (1)
      --Use existing language equipment (1)

8. Directors' recommendations:

   --Move to a more centrally located site
   --Keep program in local schools
   --Need updated guidelines from state

PROJECT DIRECTORS' EVALUATION OF OPI ADMINISTRATION OF 1984 MONTANA MIGRANT EDUCATION PROGRAM

The Montana Migrant Education Program project directors evaluated program operation by the Office of Public Instruction (OPI). The following is a compilation of data from three sites: Glendive, Fairview and Hardin.

Rate of Overall OPI Administration

1. Rate the overall OPI administration of the Migrant Education Program (1=low, 10=high):

   Composite Score 7 (8, 8, + 5)

2. Strongest component of OPI administration of program:

   1 Prompt attention to concerns.
   1 Willingness to find out new information.
   1 Concern for program.
   1 Willingness to provide anything necessary for a good program.

3. Weakest component of OPI administration of program:

   1 Very little onsite visitation to observe actual operation of program.
   1 Guidelines of what records were needed.
   1 New area.

4. Suggestions for MSRTS changes:

   1 None
   1 Get more complete information throughout the year.
   1 System does not work.

5. Suggestions for change/improvements of following:

   a. COE
      3 Provide additional space.
      2 Remove health info--put on another form.
      1 Put COE on NCR paper.
      1 Request next place of work if known.

   b. Skills reporting
      3 OK now

   c. Health reporting
      2 Cut down amount of reporting.
      1 Update the common codes.

d. Medical expenditures
   2 OK - been reduced.
   1 Develop guidelines.

e. Dental expenditure
   2 No change.
   1 Develop guidelines.

f. Day care
   1 Definitely needs support from state (SRS).
   2 Improve salary of general duty aides.
   1 Administration should stay under local director.

g. Preschool
   1 OK.
   1 Definitely needs support from state.

h. Instructional program
   3 Update reading.
   1 Add music.

i. General record keeping
   2 No problems.
   1 Eliminate chit sheet since it duplicates COE (hence the value of NCR).

j. Financial record keeping
   3 OK.

k. State director's position
   2 OK.
   1 Difficult to tell difference between director/specialist and who was what.

l. State specialist position
   1 Although new, there was much effort and concern to do a super job.
   1 OK.
   1 Difficult to tell difference between director/specialist.

m. Authorized representative's position
   1 No suggested problem.
   2 OK.

n. Local project director's position
   1 Retain local control.
   2 OK.

o. Recruiter's position
   2 No problem.
   1 Most important position of the lot.

p. Application
   3 OK.

q. Inservice training
1 Need if new reading series is implemented.
1 Need if financially feasible.
1 Some would be beneficial.

r. Funding
1 Should be uniform project to project.
1 Rehire specialist for music, art and P.E.
1 Need to increase.

6. Name biggest problem the site experienced:
1 The parent concern over more bilingual staff.
2 None.

7. How does local school district feel regarding the migrant program now that the board of trustees is in control?
2 Appreciate local control and employment of local people.
1 If board is, in fact, in control, then I can't see need for a state director.

8. Can you and we provide a positive experience for parents as we ask them to participate in a local and state parent advisory council?
1 Although laws require it, it is very difficult for parents to attend.
1 Yes.
1 Difficult due to program duration (too short).

9. What would be the best way to accomplish a positive experience in your local project for the parent advisory council?
1 Inform and have parents visit school.
1 Involve parents through visitation--get parental input.
1 No response.

10. What change from OPI level for 1985
1 Make forms uniform.
1 Give more direction on record keeping.
1 Establish what board controls, what state controls.
1 Establish uniform wage scale.
1 Establish uniform guidelines for nurse/health care.

11. Should day care and preschool stay within the program or be operated by another group?
2 Within program allows better control.
1 Stay like is unless financial problems cause another group's involvement.

12. Was there enough training from OPI School Food Services?
2 Yes.
1 No response.

TRANSPORTATION

In cases where the bus is traveling long distances, the project directors have the discretion to employ bus aides in order to eliminate excessively long days for a regular staff member.

There were no reported injuries in transporting students this summer.

TABLE 19

TRANSPORTATION DATA

Site	Total Miles	Total Buses	A.D.A.
Fairview	9,604	3	87.11
Glendive	8,126	2	72
Hardin	3,123	2	54
Total	20,853.00	7	213.11

PROGRAM ATTENDANCE, ENROLLMENT AND RECRUITMENT STATISTICS

Tables 20 and 21 show elementary and preschool attendance data for the 1984 Montana Migrant Education Program. Tables 22 and 23 are enrollment and recruitment statistics for 1976 through 1984.

TABLE 20

ATTENDANCE STATISTICS: 1984
ELEMENTARY ONLY

PROJECT	Enrolled				
	Elementary	Secondary	Total	ADA	Percentage of Attendance
Fairview Elementary	92	0	92	73.75	80.16%
Glendive Elementary	56	0	56	39.86	71.17%
Hardin Elementary	34	0	34	22.59	66.44%
TOTAL	182	0	182	136.20	74% (average)

TABLE 21

ATTENDANCE STATISTICS: 1984
PRESCHOOL ONLY

PROJECT	Enrolled			
	Preschool	Total	ADA	Percentage of Attendance
Fairview	43	43	35.16	81%
Glendive	40	40	34.72	86%
Hardin	28	28	21.63	77%
TOTAL	111	111	91.51	82%

TABLE 22

ENROLLMENT STATISTICS

1976-1984

PROJECT	1976	1977	1978	1979	1980	1981	1982	1983	1984	Gain(+) or Loss(-) From 1983
Fairview Elementary	267	246	320	343	350	307	333	182	135	-47
Fairview Secondary	180	191	183	210	216	159	172	91	44*	-47
Glendive Elementary	126	83	170	102	101	142	135	124	96	-28
Glendive Secondary							108	67	34*	-33
Hardin					82	65	61	76	62	-14
TOTAL	573	520	673	655	667	608	809	540	371**	-169

* No secondary site available

** Enrollment only in 3 sites

TABLE 23

MONTANA MIGRANT EDUCATION PROGRAM
RECRUITMENT STATISTICS
1976-1984

PROJECT	1976	1977	1978	1979	1980	1981	1982	1983	1984	Gain(+) or Loss(-) From 1983
Billings Elementary	139	125	127	139	126	89	116	93	38*	-55
Billings Secondary	125	115	161	199	140	132	121	98	18*	-79
Fairview Elementary	267	246	320	343	360	307	333	182	207	+25
Fairview Secondary	180	191	183	210	216	159	172	91	44*	-47
Fromberg Elementary	86	94	82	87	95	136	133	112	0	-112
Fromberg Secondary	0	0	0	0	75	90	88	0	0	
Glendive Elementary	126	83	170	102	101	14	135	124	135	+11
Glendive Secondary	0	0	0	0	0	0	108	67	34*	-33
Hardin Elementary	0	0	0	0	82	65	61	76	71	-5
Hardin Secondary	0	0	0	0	0	0	0	0	28*	+28
Hysham Elementary	86	103	113	160	128	150	148	130	0	-130
Terry Elementary	139	135	92	95	83	0	0	0	0	
Worden Elementary	87	75	54	31	0	0	0	0	0	
TOTAL	1235	1167	1304	1367	1406	1270	1415	973	576**	-397

* No secondary program available.

** Only 3 sites operated.

TABLE 24

NURSES' REPORTS 1984

HARDIN and GLENDIVE Nurse:

I. PUPIL CONTACTS

	Total Number of Contacts
First aid or minor inspection (burns, cuts, insect bites, colds, sore throat, etc.)	223
Serious injury or accidents	0

II. ROUTINE SCREENINGS

	VISION	DENTAL	MEDICAL	AUDIO
A. Number screened	100	120	138	89
B. Number referred for professional care	19	23	37	2
C. Number receiving treatment	0	0	0	0
D. Number needing surgical treatment	0	0	0	0

III. MEDICAL AND/OR SURGICAL

A. Specific Conditions

Impetigo	0
Pediculosis	0
Pink Eye (conjunctivitis)	1
Scabies	0
Ringworm	0
Pinworms	5

B. Specific Conditions Not Listed in A.

URI's	16	Monilial	0
Tonsilitis	10	Pyloric Stenosis	0
Pneumonia	0	Chicken pox	0
Gastroenteritis	6	Boils & staph	2
Otitis media	12	Diarrhea	2
Dermatitus	2	Sty	2
Rubella	1		

IV. IMMUNIZATIONS

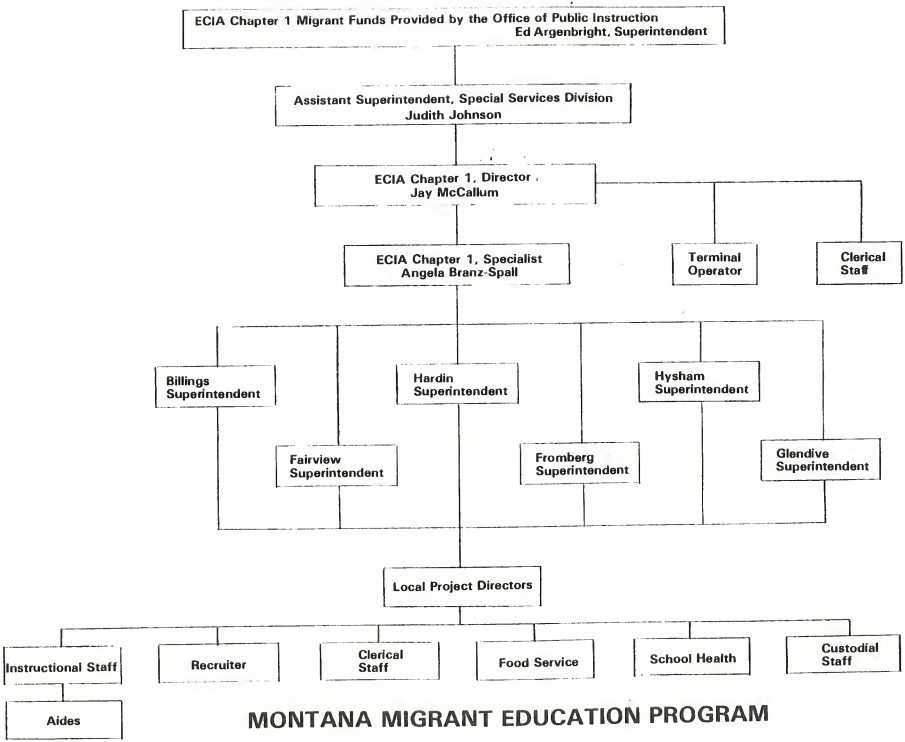
All up to date except 3

	Primary Series	Boosters
DPT	-	
DT	-	
Polio	-	
Measles	-	
Mumps	-	
Rubella	-	
Mantous or TB skin tests	-	

TABLE 25

BILINGUAL STAFF

PROJECT	BILINGUAL TEACHERS	BILINGUAL AIDES	OTHER BILINGUAL STAFF	TOTAL BILINGUAL STAFF
Fairview	1	2	1	4
Glendive	0	1	1	2
Hardin	1	1	1	3
TOTAL	2	4	3	9



MONTANA MIGRANT EDUCATION PROGRAM